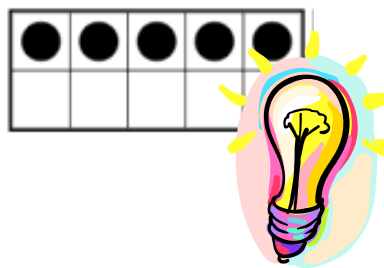


Games for developing a visual sense of number to 10:



These tasks are designed to support children thinking about 5-ness and 10-ness. For more like this, see Teaching Student Centered Mathematics, Grades K-3 by John Van de Walle.

Ten Frame Flash & Say!

For each of these games, use your ten frame cards (see below for a black line master you can enlarge and paste or print to bond paper) and have children respond orally. Chanting in a group works, but children can also play these games with a partner...

Try:

- ☐ Ten frame flash – say the number
- ☐ Ten frame flash – say one more than the number
- ☐ Ten frame flash – say one less than the number
- ☐ Ten frame flash – say 2 more than the number
- ☐ Ten frame flash – say 2 less than the number

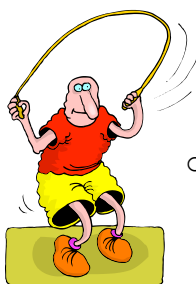


☐ Ten frame flash - I wish I had 10

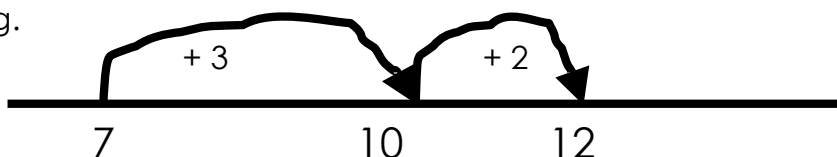
- Children respond orally and say the missing part of ten.

☐ Ten frame flash - I wish I had 12

- Children respond orally and say the how many more are needed to make twelve. Note that children will speak about the referent of ten in doing this; that is, to go from 7 to 12, a child may say “I need 3 more to make 10 and then 2 more after that to make 12. Three and 2 is 5.”
- Jumping number line – I wish I had 12 – use a jumping number line to show the “jumps” made by the children in **working up through ten**.



- Eg.



Ten Frame Flash & Do!

These tasks (variations on a theme!) ask children to respond in a different way. Children should use egg-carton ten frames (with 2 cut off) to build their numbers.

❑ Ten frame flash – show me your fingers

- Encourage children to compare fingers with a partner.
Ask:
 - *Did both of you show 8 as 5 and 3 more? Did someone show it as 4 and 4? What does that mean?*



❑ Ten frame flash – build in your ten frame

- Have children build the number you flashed in their own ten frame.
 - Watch what happens **between** numbers... do children empty their ten frames each time or do they make adjustments (removing some or adding some)?
- Try some of the variations above – ie. Have children build one more than you flashed, one less, etc.



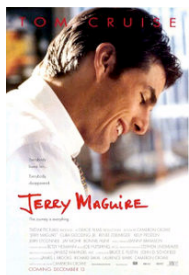
❑ Ten frame – roll it then build it

- Have students roll a die and build that number in their ten frame. This is a good way for children to compare the traditional dot patterns with ten-frame patterns
- Children should describe their number to a partner based on 5-ness or ten-ness (*My number is 6. It's 1 more than 5. It's 4 away from 10.*)

❑ Jerry Maguire!

Aka Ten frame – Build it and find your partner

- Have children build a number – roll a die, draw a number from a hat or assign a number to each child. Then have them say what the missing part of ten is. Next, children should find the one who completes you – that is, the child whose ten frame has the other part of ten needed to complete one ten frame.
 - *I have a 6. I need a four. **You** have a four! Our ten frames make ten together. You complete me!*
 - Children should combined their counters in one ten frame and sit in a partner to show how their numbers combined to make 10.
 - Try this in a large group and add all the class's individual numbers together to find a class sum. Then illustrate the idea of **MAKE TEN** with numerals as you verify the total using a list of digits... Make connections to the children's action of making ten or finding the one who completed them...



Coloured Ten frames for “flashing” 😊

